FY 2007 PROGRAM ANNOUNCEMENT

Section 510 Abstinence Education Program

Application Due Date: September 26, 2006

CFDA # 93.235

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Family and Youth Services Bureau

August 2006

Table of Contents

I. Executive Summary

ACTION: The Family and Youth Services Bureau (FYSB) is accepting applications to provide support to States and Territories for the development and implementation of the Title V, Section 510 State Abstinence Education Program. The purpose of this program is to support decisions to abstain from sexual activity until marriage by providing abstinence education as defined by Section 510(b)(2) of the Title V Social Security Act with a focus on those groups that are most likely to bear children out-of-wedlock.

This announcement, along with the Terms and Conditions of the award and Federal law, governs the proposed award of formula grants under Public Law (P.L.) 104-193, signed into law in August 1996, which added a new formula grant program (Section 510) to Title V of the Social Security Act. Grants available to each State or Territory are determined by a formula using the State's proportion of low-income children compared to the total number of low-income children in the United States and using the released 2000 Census Data for Children in Poverty for calculations.

The Governor from each State shall determine which State governmental agency will apply for and administer the Section 510 State Abstinence Education Program. A letter from the Governor must accompany each application. Approved Fiscal Year (FY) 2007 applications will be designed to support decisions to abstain from sexual activity until marriage by providing abstinence education as defined by Section 510(b)(2) of the Title V Social Security Act and will target adolescents and/or adults within the age range of 12 through 29.

AGENCY: Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Administration on Children, Youth and Families (ACYF), Family and Youth Services Bureau (FYSB)

PROGRAM NAME: Title V, Section 510 State Abstinence Education Program

PROGRAM ANNOUNCEMENT NUMBER: HHS-2007-ACF-ACYF-AEGP-0143

CFDA NUMBER: 93.235

APPLICATION DUE DATES: Applications for FY 2007 State grant awards under this announcement should be received no later than September 26, 2006.

SUBMITTAL AND COPY REQUIREMENTS: Include one original application and one copy, each with all attachments. Include a signed transmittal letter from the Governor. An additional signed transmittal letter by the administering agency's authorized representative is optional.

ADDRESS FOR APPLICATIONS:

Mr. Jeffrey S. Trimbath, M.Div.
Director, Abstinence Education
Administration for Children & Families
U.S. Department of Health and Human Services
Portals Office Building, Suite 800
1250 Maryland Avenue, SW.
Washington, DC 20024

Additional Information

In the interest of increasing consumer involvement and collaboration among abstinence education stakeholders, this program announcement is being distributed to State Health agencies, organizations that are current recipients of an ACF Community-Based Abstinence Education grant, and other interested parties.

For Further Program Information Contact:

Ms. Annie Miller
Interim Abstinence Program Specialist
Telephone: 202.401.6959
E-mail: ammiller@acf.hhs.gov   or

The Division of Abstinence Education
202.401.9205

For Additional Fiscal or Business Information Contact:

Mr. Manolo Salgueiro
Financial Management Specialist
Administration for Children and Families
Office of Grants Management
Division of Mandatory Grants
370 L'Enfant Promenade, SW.
Washington, DC 20447
Telephone: 202.401.5627
Fax: 202.401.5644
E-mail: manolo.salgueiro@acf.hhs.gov

II. Background Information

II.1 TABLE OF ABBREVIATIONS AND DEFINITIONS

ACF	Administration for Children and Families
ACYF	Administration on Children, Youth and Families
FYSB	Family and Youth Services Bureau
HHS	The U.S. Department of Health and Human Services
NCHS	National Center for Health Statistics
States	All 50 States plus the following: The District of Columbia, American Samoa, Guam, the Republic of the Marshall Islands, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Commonwealth of Puerto Rico, and the U.S. Virgin Islands [45 Code of Federal Regulations (CFR) Part 96.2].
TANF	Temporary Assistance for Needy Families
Focal Populations	Applicants are to identify groups within the State that are most likely to bear children out-of-wedlock, targeting adolescents and/or adults within the 12- through 29-year-old age range. Other adults such as parents or professionals that desire training in how to support decisions to delay sexual activity until marriage may also be included as focal populations.
Section 510(b)(2) definition of Abstinence Education	For purposes of this section, the term "abstinence education" means an educational or motivational program which— (A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity; (B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children; (C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems; (D) teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity; (E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects; (F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society; (G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and (H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.
Compliance with (A) through (H)	Each element of A through H should be meaningfully represented in all grantee's Federally funded abstinence education programs and curricula. Programs and curricula may not be inconsistent with any aspect of the abstinence education definition.

II.2 AGENCY INFORMATION

Administration for Children and Families

ACF is responsible for Federal programs that promote the economic and social well-being of families, children, individuals, and communities. ACF programs aim to achieve the following:

- Empower families and individuals to increase their own economic independence and productivity;
- Build strong, healthy, supportive communities that have a positive impact on the quality of life and the development of children;
- Build partnerships with individuals, front-line service providers, communities, American Indian Tribes, Native communities, States, and Congress that enable solutions that transcend traditional agency boundaries;
- Ensure that services are planned, reformed, and integrated to improve needed access; and
- Support a strong commitment to working with refugees, migrants, and people with developmental disabilities to address their needs, strengths, and abilities.

Administration on Children, Youth and Families

ACYF is one of several primary agencies within the Federal Government with the responsibility for serving children and families. ACYF administers national programs for children and youth, provides information and other assistance to parents, works with States and local communities to develop services that support and strengthen family life, and seeks joint ventures with the private sector. The concerns of ACYF extend to all children from birth to adolescence, with a particular emphasis on children with special needs.

Family and Youth Services Bureau

FYSB within ACF/ACYF administers the Section 510 Abstinence Education Program grants to States and the Community-Based Abstinence Education program grants to public and private entities, in addition to other funding programs. The mission of FYSB is to provide national leadership on youth issues and to assist individuals and organizations in providing effective, comprehensive services for youth in at-risk situations and their families. The goals of FYSB programs are to provide positive alternatives for youth, ensure their safety, and maximize their potential to take advantage of available opportunities. FYSB encourages communities to support young people through a Positive Youth Development approach. That approach suggests that the best way to prevent young people’s involvement in risky behavior is to help them achieve their full potential. FYSB is the lead office for the promotion of the Positive Youth Development Strategy within HHS. The Positive Youth Development Strategy provides youth with healthy messages about their bodies, their behaviors, and their interactions; safe and structured places for youth to study, recreate, and socialize; positive adult role models as parents, mentors, coaches, or community leaders; skill development in literacy, competence, work readiness, and social and emotional skill; and opportunities to serve others and build self-esteem.

For additional information regarding FYSB or youth development, visit:

http://www.acf.hhs.gov/programs/fysb.

II.3 TITLE V, SECTION 510 LEGISLATION

Separate Program For Abstinence Education

Section 510. [42 United States Code (U.S.C.) 710]

"(a) For the purpose described in subsection (b), the Secretary shall, for fiscal year 1998 and each subsequent fiscal year, allot to each State which has transmitted an application for the fiscal year under section 505(a) an amount equal to the product of—

(1) the amount appropriated in subsection (d) for the fiscal year; and

(2) the percentage determined for the State under section 502(c)(1)(B)(ii).

(b) (1) The purpose of an allotment under subsection (a) to a State is to enable the State to provide abstinence education, and at the option of the State, where appropriate, mentoring, counseling, and adult supervision to promote abstinence from sexual activity, with a focus on those groups which are most likely to bear children out-of-wedlock.

(2) For purposes of this section, the term "abstinence education" means an educational or motivational program which—

(A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity;

(B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;

(C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;

(D) teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity;

(E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;

(F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;

(G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and

(H) teaches the importance of attaining self-sufficiency before engaging in sexual activity.

(c) (1) Sections 503, 507, and 508 apply to allotments under subsection (a) to the same extent and in the same manner as such sections apply to allotments under section 502(c).

(2) Sections 505 and 506 apply to allotments under subsection (a) to the extent determined by the Secretary to be appropriate.

(d) For the purpose of allotments under subsection (a), there is appropriated, out of any money in the Treasury not otherwise appropriated, an additional $50,000,000 for each of the fiscal years 1998 through 2002. The appropriation under the preceding sentence for a fiscal year is made on October 1 of the fiscal year."

Note: The Section 510 program was extended through December 31, 2006, under the Deficit Reduction Act of 2005 (P.L. 109-171). Awards made after this date under this announcement are subject to the program being reauthorized.

II.4 PROGRAM INFORMATION

Program Purpose

To support decisions to abstain from sexual activity until marriage by providing abstinence education as defined by Section 510(b)(2) of the Title V Social Security Act with a focus on those groups that are most likely to bear children out-of-wedlock.

Problem and Need

Lack of Cultural Support for Abstinence-until-Marriage

A prevalent message of the American culture is to become sexually active before marriage. Along with this message, instruction for how to become sexually active is readily available through educational and health systems, as well as through the media.

Unfortunately, many communities receive little information about the physical and emotional benefits that may be found, both before and after marriage, by abstaining from sex before marriage. Likewise, teens and adults most at risk for out-of-wedlock births often lack adequate information or training on long-term strategies for postponing sex until marriage.

Rising Rates of Out-of-Wedlock Births

With insufficient appreciation for the value of sexual abstinence-until-marriage, out-of-wedlock birth rates in the United States continue to rise. Contrary to popular opinion, the highest rates of out-of-wedlock births occur among women in their twenties, not among teens. For example, according to the National Center for Health Statistics' (NCHS) report, *Births: Final Data for 2003*, the rate of births to unmarried women ages 20 to 24 was 71.2 births per 1,000 women in that age range. For women ages 25-29, the rate was 65.7, while for adolescents' ages 15-19, the rate was 34.8. In terms of the actual numbers of births to unmarried women, in 2003 there were 549,353 births to unmarried women in the 20- to 24-year-old age range, 287,205 births to 25- to 29-year-old women, and 337,201 births to 15- to 19-year-old females.

In terms of percentages, 53.2 percent of births to women ages 20 to 24 in 2003 were to unmarried women as opposed to married women, and 26 percent of births to women ages 25 to 29 were to unmarried women as opposed to married women.

Among teens, 81.3 percent of births were to unmarried teens, continuing the trend that teen pregnancy and birth rates for the United States (U.S.) are higher than for any other developed nation. For example, the U.S. pregnancy rates are nearly twice as high as rates in Canada and England and seven to eight times as high as rates in Japan and the Netherlands. Thirty-four percent of females in the U.S. become pregnant at least once before they reach the age of 20.

While the 2003 indicators are alarming, the NCHS report, *Preliminary Birth Data for 2004*, states: "Childbearing by unmarried women reached a record high of almost 1.5 million births in 2004, up 4 percent from 2003. More than 4 in 5 births to teenagers were among unmarried teens. Over half of births to women in their early twenties and nearly 3 in 10 births to women aged 25-29 years were to unmarried women."

The 2004 rate of out-of-wedlock births is the highest ever at 35.7, up from a rate of 34.6 in 2003.

Consequences for Children Born to Unmarried Parents of Any Age

A child born to unmarried parents is at an increased risk for growing up without a father, which is associated with an increased risk for several negative outcomes, according to research from the National Fatherhood Initiative (NFI). The following four selections from NFI's Top Ten Father Facts support the importance of promoting abstinence-until-marriage for the sake of children:

- "Fathers who live with their children are more likely to have a close, enduring relationship with their children than those who do not. ***The best predictor of father presence is marital status*.** Compared to children born within marriage, children born to cohabiting parents are three times as likely to experience father absence, and ***children born to unmarried, non-cohabiting parents are four times as likely to live in a father-absent home*** [italics added].

- About 40 percent of children in father-absent homes have not seen their father at all during the past year; 26 percent of absent fathers live in a different state than their children; and 50 percent of children living absent their father have never set foot in their father's home.

- Children who live absent their biological fathers are, on average, at least two to three times more likely to be poor, to use drugs, to experience educational, health, emotional and behavioral problems, to be victims of child abuse, and to engage in criminal behavior than their peers who live with their married, biological (or adoptive) parents….

- Children with involved, loving fathers are significantly more likely to do well in school, have healthy self-esteem, exhibit empathy and pro-social behavior, and avoid high-risk behaviors such as drug use, truancy, and criminal activity compared to children who have uninvolved fathers."

Rates of Sexually Transmitted Diseases

Adolescents and young adults are disproportionately at risk for acquiring sexually transmitted diseases (STDs). According to the Centers for Disease Control and Prevention (CDC) report, *Sexually Transmitted Disease Surveillance, 2004*, "Sexually transmitted diseases (STDs) remain a major public health challenge in the United States. While substantial progress has been made in preventing, diagnosing, and treating certain STDs in recent years, CDC estimates that 19 million new infections occur each year, ***almost half of them among young people ages 15 to 24*"** [italics added].

The report also indicates that not only do STDs result in physical and psychological consequences for those that are infected, but the annual direct medical costs, born by all Americans, are estimated at $13 billion.

Costs for Society

In an effort to promote the real benefits of teen pregnancy prevention, the U.S. Congress' Ways and Means Committee released a report in 2004 called, *Steep Decline In Teen Birth Rate Significantly Responsible For Reducing Child Poverty And Single-Parent Families*. Based on data from the Joint Economic Committee, the report analyzed the effects of the 30 percent decline in teen births for females aged 15-19 between 1991 and 2002. It estimated that if teen birth rates had not declined after 1991:

- "Almost 1.2 million additional children would have been born to teenage mothers by 2002;
- The number of poor children would have increased by 460,000 . . .;
- The 2002 poverty rate for children under six would have been nearly a full percentage point higher;" and
- "Nearly 700,000 more children [under age 18] would [have lived] with a single mother".

The Need for Abstinence-Until-Marriage Education

Those who delay sex until marriage avoid out-of-wedlock births in both their teen and adult years. They decrease the likelihood of acquiring a sexually transmitted disease. They reduce the risk of having children who live absent from their fathers or who grow up poor.

Focal Populations

The focal populations for this program are adolescents and/or adults within the age range of 12 through 29 years old. The focal populations were identified based on the most recent data from the National Center for Health Statistics on the growing rates of births to unmarried parents among adolescents and adults.

Other adults such as parents or professionals that desire training in how to support decisions to delay sexual activity until marriage may also be included as focal populations.

II.5 GRANT AWARD INFORMATION

State Allocations

Eligible entities include all 50 States, the District of Columbia, American Samoa, Guam, the Republic of the Marshall Islands, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Commonwealth of Puerto Rico, and the U.S. Virgin Islands [45 Code of Federal Regulations (CFR) Part 96.2]. A list of the allocations for each State and Territory is presented in Appendix A on page 34.

Grants awarded to each State are determined by a formula using the State's proportion of low-income children compared to the total number of low-income children in the U.S. based on the 2000 Census data for children in poverty. Census data are unavailable for the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. Thus, the proposed FY 2007 allocation for these three entities is instead based on the amounts allocated to them by HHS in prior fiscal years.

No funding will be awarded unless the State "…has transmitted an application for the fiscal year under section 505(a)…" of the Social Security Act, as required by section 510(a).

State Agencies that Can Apply for Funds

The Governor from each State shall determine which State governmental agency will apply for and administer the Section 510 State Abstinence Education Program. A letter from the Governor must accompany each application. The application may be developed solely by the agency identified and designated by the Governor. The application may also be developed in consultation with the State Maternal and Child Health Services agency (as outlined by Section 505(a)(5)(F)) and other relevant State agencies such as the State Department of Education. The Governor or the Governor's designee must sign the application as the Authorized Representative.

Additional Grant Award Information

Carry Over of Expenditures

The grant award period for this formula grant is one year. However, funds are available over a two-year budget period. Funds may be used for expenditures on and after October 1 of each fiscal year for which they are awarded and through September 30 of the following fiscal year. For example, FY 2007 funds may be used for expenditures from October 1, 2006, through September 30, 2008.

Non-Federal Match/Budget

Sections 503 (Payments to States), 507 (Criminal Penalty for False Statements), and 508 (Non-Discrimination) of Title V apply to allotments made under Section 510. There is a required match of three non-Federal dollars for every four Federal dollars awarded. The non-Federal match must be used solely for the activities enumerated under Section 510 and may be State dollars, local government dollars, private dollars, such as foundation dollars, or in-kind support.

Reasonable Costs

ACF supports reasonable and necessary costs for grants within the scope of approved projects.

Administrative Standards

ACF adheres to administrative standards reflected in 45 CFR Part 92 and 45 CFR Part 96.2.

Sub-Awards

States may fund sub-awards with the Title V Section 510 Abstinence Education Grant award and may pass on match requirements to sub-awardees.

Unallowable Activities

Neither the State nor any of its sub-awardees may use Federal or matching funds under this award to support inherently religious activities, including, but not limited to, religious instruction, worship, prayer, or proselytizing (45 CFR Part 87).

Neither the State nor any of its sub-awardees may use Federal or matching funds under this award to promote the use of contraception.

III. Proposal Submittal Instructions

III.1 LOGISTICAL INSTRUCTIONS

Formatting

- Send the original application with all attachments and one copy with all attachments.
- Clearly number all pages (including forms, narrative, and appendices) in one serial number set, handwritten if necessary.
- Use standard sized paper (8 ½ x 11 inches).
- Submit the original and the copy UNSTAPLED AND UNBOUND so that additional copies can be made for review by Federal staff.

Transmitting

The FY 2007 application must be received by ACF no later than September 26, 2006. Mail the application to:

Mr. Jeffrey S. Trimbath, M.Div.
Director, Abstinence Education
Administration for Children & Families
U.S. Department of Health and Human Services
Portals Office Building, Suite 800
1250 Maryland Avenue, SW.
Washington, DC 20024

Applications that are hand delivered will be accepted between the hours of 8:00 a.m. and 4:30 p.m., Eastern Time, Monday through Friday (excluding Federal holidays). Applications may be delivered to:

ACF Mailroom
2nd Floor (near loading dock)
Aerospace Building
901 D Street, SW
Washington, DC 20024

ACF cannot accommodate the transmission of Section 510 Abstinence Education Program applications electronically or by facsimile.

III.2 APPLICATION CHECKLIST

Submit all documents in the order listed in the table below. Each item is described in more detail following the table. Hold the control key down and click on the item to jump to more details below. Standard forms, certifications and assurances are available at: **http://www.acf.hhs.gov/programs/ofs/forms.htm**.

FY 2007 Title V, Section 510 State Abstinence Education Application Checklist	
Letter from the Governor	
Table of Contents	
Application Summary—SF-424 Version 2	
Program Proposal Narrative	
Program Proposal Abstract	
Budget Information Form—SF-424A	
Budget Justification	
Key Personnel Worksheet	
Biographical Sketch Form	
Sub-Contracts—Itemized Budgets	

Sub-Contracts—Proposed Scope of Work	
Sub-Contracts—Formal Agreements	
Sub-Contracts—Compliance with the Legislative Priorities	
Certification Regarding Lobbying	
Certification Regarding Environmental Tobacco Smoke	
Assurances	
D-U-N-S Number Verification	
Appendices	

III.3 DESCRIPTIONS OF APPLICATION COMPONENTS REQUIRED

Letter from the Governor

The transmittal letter signed by the Governor must include the Code of Federal Domestic Assistance (CFDA) Number 93.235 and "Abstinence Education" as the priority area to which the application is responding.

An additional transmittal letter from the administrative agency may be included.

Table of Contents

Provide a table of contents that includes all items listed in the application checklist.

Application Summary—SF-424 Version 2

As the application summary, Standard Form (SF) 424 Version 2 is an important form that Federal program administrators refer to repeatedly for program and contact information. Version 2 makes important improvements on the usability of the form for both applicants and Federal staff. Standard forms, certifications and assurances are available at: **http://www.acf.hhs.gov/programs/ofs/forms.htm**.

- For the CFDA Number (box 11), enter 93.235.
- For the CFDA Title, enter "Abstinence Education Program."
- For the estimated funding (box 18), make sure that all totals match those provided on the budget summary (SF-424A).

Program Proposal Narrative

See *Section IV*, Program Proposal Narrative, for detailed instructions on drafting a program proposal narrative.

Program Proposal Abstract

See *Section V*, Program Proposal Abstract, for detailed instructions on drafting a program proposal abstract.

Budget Information Form—SF-424A

Complete Sections A (Budget Summary) through F (Other Budget Information) of the budget summary form. Standard forms, certifications and assurances are available at: **http://www.acf.hhs.gov/programs/ofs/forms.htm**.

Note: Applicants will provide narrative on Form SF-424A and accompanying budget documents in the project narrative. See *Section IV.9* on page 25.

Special Instructions For Section B

- Column (1) should be devoted to the Federal grant.
- Column (2) should be devoted to the State match.
- Columns (3) and (4) should only be used when submitting revised budget requests for a grant already awarded.
- Column (5) should be the total of the Federal and State match.
- Federal grant regulations permit grantees to use funds for sub-awards. If the State decides to enter into sub-awards, the total of all sub-award budgets should be reflected in the "Contractual" line item (Section B, line f).
- When filling out Section B electronically, please be sure to check that any additions calculated by a software program, which can misread the column headings (1), (2), and (3), are correct.

Budget Justification

For Section B of the Budget Information Form (SF-424A), applicants must submit a detailed budget justification for each of the object class categories (6a-j) on a supplemental sheet(s) of paper. Applicants typically identify the specific needs but often fail to write a justification of those needs. The applicant should explain how the requested dollar amounts were developed in order to implement the proposed plan.

Key Personnel Worksheet

The Key Personnel Worksheet must be submitted with the Budget Information Form (SF-424A). State staff serving in key administrative roles and any sub-award key personnel should be listed on the Key Personnel Worksheet. An Abstinence Program Coordinator should be included as a key staff position for the project. The worksheet is available in Appendix C.

Biographical Sketch Form

The Biographical Sketch must be submitted with the Budget Information Form (SF-424A). Use this form to include a biographical sketch for all persons listed on the Key Personnel Worksheet. The Biographical Sketch Form is available in Appendix D.

If the State decides to provide sub-awards, items 10 through 13 should be included with the budget documents.

Sub-Awards—Itemized Budgets

Itemized budgets must be included for each sub-award. Show all cost allocations; all costs should be reasonable.

Sub-Awards—Proposed Scope of Work

A description of the scope of work to be performed by each sub-awardee must be included. The proposed work must comply with the State's overall plan and goals and must meet Section 510 legislative requirements.

Sub-Awards—Formal Agreements

Provide one copy of each of the official documents (such as contracts) used with sub-awardees and one copy of each signature page between the State and any sub-awardees. If more than one official document is provided, indicate which document each sub-awardee has signed.

Sub-Awards—Compliance with Legislative Priorities

Provide evidence of the agreement on the part of each sub-awardee to comply with Section 510 legislative requirements and all Federal regulations governing this program.

Certification Regarding Lobbying

Prior to award, applicants must furnish an executed copy of SF-LLL, Certification Regarding Lobbying, when applying for an award in excess of $100,000. Applicants who have used non-Federal funds for lobbying activities in connection with receiving assistance under this announcement shall complete a disclosure form, if applicable, with their applications (approved by the Office of Management and Budget (OMB) under control number 0348-0046). Applicants may also sign and return the certification with their application.

Certification Regarding Environmental Tobacco Smoke

Applicants must also understand that they will be held accountable for the smoking prohibition included within P.L. 103-227, Title XII Environmental Tobacco Smoke (also known as the PRO-KIDS Act of 1994). A copy of the *Federal Register* notice that implements the smoking prohibition is included with the forms. By signing and submitting the application, applicants are providing the certification and need not mail back the certification with the application.

Assurances

Applicants must make the appropriate certification of their compliance with all Federal statutes relating to non-construction programs by submitting SF-424B with their application. Standard forms, certifications and assurances are available at:
http://www.acf.hhs.gov/programs/ofs/forms.htm.

Non-Discrimination
Applicants must make the appropriate certification of their compliance with all Federal statutes relating to nondiscrimination, including 45 CFR Part 87. By signing and submitting the applications, applicants are providing the certification and need not mail back the certification form.

D-U-N-S Number Verification

On June 27, 2003, OMB published in the *Federal Register* a new Federal policy applicable to all Federal grant applicants. The policy requires all Federal grant applicants to provide a D & B Data Universal Numbering System (D-U-N-S) number when applying for Federal grants or cooperative agreements on or after October 1, 2003.

The D-U-N-S number will be required whether an applicant is submitting a paper application or using the government-wide electronic portal (www.Grants.gov). A D-U-N-S number will be required for every application for a new award or renewal/continuation of an award, including applications or plans under formula, entitlement, and block grant programs, submitted on or after October 1, 2003.

Please ensure that your organization has a D-U-N-S number. You may acquire a D-U-N-S number at no cost by calling the dedicated toll-free D-U-N-S number request line on 1-866-705-5711 or you may request a number on-line at www.dnb.com.

Appendices

Include all appendices that the State deems necessary to support its application.

IV. Program Proposal Narrative

Formatting

The program proposal narrative should not exceed 20 double-spaced, typed pages. Margins should be 1½ inches at the top and one inch at the bottom and left and right sides. Font size must be no smaller than 12-point font and not a reduced font such as “Arial Narrow.”

Overview of Proposal Narrative

IV.1 Description of Problem and Need
IV.2 Focal Population and Priority Needs
IV.3 Overall Plan
IV.4 Evaluation
IV.5 Coordination
IV.6 Consumer Involvement
IV.7 Legislative Priorities
IV.8 Assurances
IV.9 Budget

IV.1 DESCRIPTION OF PROBLEM AND NEED

Using supporting data, describe the problems related to pre-marital sex in American society and the State. Consider the social, financial, health, and other consequences that may affect adolescents, adults, families, children born to unmarried parents, and society at large. Describe how an increase in the choice and support for abstinence-until-marriage can influence the problems.

IV.2 FOCAL POPULATION AND PRIORITY NEEDS

See examples for this section in Appendix E. Examples are not directives for content.

Groups with Greatest Needs

Using supporting data and focusing on the needs of adolescents and/or adults within the age range of 12 through 29 years old, identify groups within the State whose members are most likely to bear children out-of-wedlock. Other adults such as parents or professionals that desire training in how to support decisions to delay sexual activity until marriage may also be included as focal populations.

As appropriate, describe the cultural characteristics and unique needs of the identified groups by factors such as gender, age, ethnicity, family structure, community needs, geographic region within which the focal population lives, available rates of risk behaviors, or other relevant mental, physical, health, and/or social needs.

Existing Programs

Describe existing programs designed to support decisions to delay sexual activity until marriage and which provide abstinence education as defined by Section 510(b)(2) of the Social Security Act.

Gaps in Services

Describe gaps in services designed to support decisions to delay sexual activity until marriage and which provide abstinence education as defined by Section 510(b)(2) of the Social Security Act.

Focal Population(s)

Describe the focal population(s) that the State proposes to reach with abstinence education from those groups identified as groups with greatest needs. The focal population(s) may include adolescents and/or adults within the age range of 12 through 29 years old as well as other adults such as parents or professionals that desire training in how to support decisions to delay sexual activity until marriage.

As appropriate, include the rationale for prioritizing the focal population(s) over other groups that may have been identified in Section I but not included as a focal population.

Priority Needs

Describe and support the priority needs among the proposed focal population(s) for the support of decisions to abstain from sexual activity until marriage.

IV.3 OVERALL PLAN

See examples for this section in Appendix E. Examples are not directives for content.

Program Goals

Describe and support the proposed program goals, which should be developed based on the priority needs. Each of the priority needs must be addressed in the proposed goals, although an equal number of priority needs and goals is not required. End this section with a numbered list of goals.

Overall Activities

For each goal, describe and support the activities proposed to meet the goals, such as in-class instruction, mentoring, parent education workshops, media campaign, etc.

Overall Mechanisms

For each activity, describe and support the mechanisms to be used to implement the activity, such as direct services, competitive or sole-source bids, formula-based sub-awards (such as awards to local human service agencies based on population data), etc.

Implementation Plan

Develop an implementation plan based on the proposed activities. For each activity, include a list of the goal or goals that the activity addresses; a list of the mechanism(s) to be used to carry out the activity; and a short set of broad steps that will be used to implement the activity. For each step include the responsible party, the expected outputs, and the start and end dates. ACF encourages the use of **logic models** and the inclusion in the proposal of any logic models that have been developed that support the implementation plan. Additional information about the development of logic models is available on the internet at http://www.extension.iastate.edu/cyfar/capbuilding/outcome/outcome_logicmdir.html.

Response to Cultural Characteristics

Describe how the proposed implementation plan has been developed in response to the cultural characteristics of the proposed focal population(s) as described in *Section IV.2*.

Barriers

Describe any barriers to implementing the program and how the State proposes to overcome the barriers.

Referrals

Describe likely entities to which those being served will be referred by the proposed program.

Grantee Meeting

Grant applicants should include in their budget and program plan attendance of at least one staff person at a grantee meeting to be held at the Crystal Gateway Marriott in Arlington, Virginia, December 6-8, 2006. The costs for attendance should address travel, lodging, meals, incidentals, and a registration fee of no more than $200.

IV.4 EVALUATION

See examples for this section in Appendix E. Examples are not directives for content.

Objective Performance Measure

Describe and support at least one objective performance measure that the State proposes to use to measure its success in reaching one of its proposed key goals. States may develop additional performance measures.

For each measure:

- Develop a baseline measure with a long-term target;
- Develop annual targets designed to measure progress toward achieving the long-term target; and
- Describe how the State proposes to collect and analyze data relevant to the proposed measure.

Objective Efficiency Measures

As in previous years, States are required to collect and report data on the clients served in the program. The data is used by Federal staff to analyze the success of ACF in accomplishing its long-term objective efficiency measures. For each of the forms A-D listed below, describe how the State proposes to collect and report the relevant data. Forms A-D and instructions for each are available in Appendix F.

Unduplicated Count of Clients Served (Form A)

The purpose of Form A, Unduplicated Count of Clients Served, is to track and report the unduplicated number of clients served for each program year. Each client is counted only once.

Hours of Service Received by Clients (Form B)

The purpose of Form B, Hours of Service Received by Clients is to track and report the total number of class hours provided to adolescents and/or adults within the age range of 12 through 29 years old.

Program Completion Data (Form C)

The purpose of Form C, Program Completion Data, is to track and report the total number of all clients that complete the various program(s) offered and in which county(ies) those programs are completed. A grantee may have several programs, such as separate programs for middle school and high school students, events, parent education programs, or training programs, etc. Data should be recorded for each program.

Communities Served (Form D)

The purpose of Form D, Communities Served, is to track and report geographical areas in which the grantee has provided services. FYSB uses the data for determining underserved areas and reporting grant information to Congress.

IV.5 COORDINATION

Partners

Describe and support any partners and/or providers with whom the State will have formal arrangements and the types of services they will provide.

Describe the proposed coordination of the program with partners such as:

- ACF Community-Based Abstinence Education Program grantees in the State;
- Other abstinence-until-marriage education programs funded by public or private funding sources; and
- Section 510 Abstinence Education programs in other States.

Partners Not Yet Identified

For any partners not yet identified, describe the process through which the partners will be chosen and the qualifications they will be required to meet.

IV.6 CONSUMER INVOLVEMENT

Consumers Involved with Drafting the Application

Describe any consumers (youth, adults, parents, abstinence educators, human services professionals, etc.) who assisted the State in drafting the application and how they were involved.

Plan for Ongoing Consumer Involvement and Coordination

Briefly describe how the State proposes to:

- Make the State's proposed plan public within the State after its transmittal in such a manner as to facilitate comment from any person (including consumers and any Federal or other public agency);
- Enlist the support / coordination of existing abstinence-until-marriage providers within the State, including Community-Based Abstinence Education grantees; and
- Involve consumers among the populations to be served in the implementation of the proposed plan.

IV.7 LEGISLATIVE PRIORITIES

Describe how the State's proposed plan will address each of the following A-H elements:

(A)"has as its exclusive purpose, teaching the social, psychological and health gains to be realized by abstaining from sexual activity;
(B) teaches abstinence from sexual activity outside marriage as the expected standard for all school age children;
(C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems;
(D) teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity;
(E) teaches that sexual activity outside of the context of marriage is likely to have harmful psychological and physical effects;
(F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society;

(G) teaches young people how to reject sexual advances and how alcohol and drug use increases vulnerability to sexual advances; and
(H) teaches the importance of attaining self-sufficiency before engaging in sexual activity."

Each element should be meaningfully represented in all Federally funded abstinence education grantee programs and curricula.

IV.8 ASSURANCES

Proposed Program and Materials

Describe measures the State will use to assure that the proposed abstinence education program's curricula, and any additional materials:

- Meaningfully represent each of the Section 510(b)(2) A-H elements; and
- Do not promote contraception and/or condom use.

IV.9 BUDGET

Provide descriptions and justifications for budget documents as directed below.

Budget Summary (SF-424A)

In addition to the budget justification that accompanies Form SF-424A, in which you provide a justification for each line item of the proposed budget, include in this section of the project narrative the descriptions and justifications listed below.

Describe how the proposed budget, matching funds, and sub-awardee budgets support the administrative and programmatic activities necessary to manage the program and to accomplish the proposed activities.

Describe the proposed process for monitoring the sub-awardees' budget management.

Describe how allocated funds are proposed to support consumer involvement in the implementation of the proposed project.

Identify sources of non-Federal funds.

Note: Grant applicants should include in their budget and program plan attendance of at least one staff person at a grantee meeting to be held at the Crystal Gateway Marriott in Arlington, Virginia, December 6-8, 2006. The costs for attendance should address travel, lodging, meals, incidentals, and a registration fee of no more than $200.

Key Personnel Worksheet and Biographical Information Form

Describe the qualifications of the key personnel, including the Program Coordinator and any sub-awardee key personnel, included on the SF-424A Key Personnel Worksheet.

Provide assurances that the work of personnel supported through this grant, as staff or through sub-awards, directly supports the accomplishment of the program goals.

Sub-Awardee Budget, Scope, Agreement, and Compliance with Legislative Priorities

Describe sub-awardee documents included in the application.

V. Program Proposal Abstract

The abstract serves to provide Federal staff with a summary of the applicant's most important program information.

Formatting

- Margin and font requirements are the same as for the narrative.
- Line spacing may be single spaced or double spaced.
- The abstract should not exceed three pages.

Contact and Grant Request Information

Version 2 of the Application Summary Form (SF-424) collects much of the contact information required by Federal agencies. Please be sure to use version 2 (link available in Appendix B).

Include in your abstract the following information, which is not collected in the Application Summary.

1. Name of Project Director if different from the contact person;
2. Telephone Number of Project Director;
3. E-mail Address of Project Director;
4. Web Site (if applicable);
5. Name and e-mail addresses of any additional staff that should receive correspondences; and
6. Any additional pertinent information.

Summary of Proposed Program Narrative

Summarize each of the proposal components listed below, either through a short paragraph or with a short bulleted list:

1. Focal population(s)
2. Priority needs
3. Program goals
4. Overall activities
5. Overall mechanisms
6. Objective measure(s)
7. Formal partners with contact information
8. Informal partners (for coordination) with contact information
9. Consumers involved in drafting the State's application
10. Description of how the State will address each element of the A-H legislative definition of abstinence education
11. Sources of non-Federal funds
12. Key personnel

VI. Application Review

ACF staff will review applications for satisfactory inclusion of the components listed below. ACF will contact applicants if additional information is needed and may place conditions on grant awards when necessary.

1. Description of the problem and need;

2. Description of and support for the proposed focal populations and the priority needs;

3. Explanation of how well the overall plan is capable of attaining the purpose set forth in Section 510(b) of the Social Security Act;

4. Whether the State's proposed objective measure(s) is time-framed, measurable, and clearly describes the expected outcome or output;

5. Description and support of how the State will coordinate with other relevant programs;

6. Description and support of how the State will involve consumers in the design and/or implementation of the proposed plan;

7. Whether the proposed plan meets the legislative priorities;

8. Whether the State proposes to assure that all proposed abstinence education program activities, curricula, and materials meaningfully represent each element of the A-H legislative

definition of abstinence education and do not promote contraception or sexual activity outside of marriage; and

9. Explanation and support of the proposed budget.

VII. Report Requirements

In accordance with 45 CFR[96], States are required to submit annual fiscal and performance reports.

VII.1 FISCAL REPORTS

Program guidelines allow States to expend abstinence education funds over a two-year period. For FY 2007, the budget period is October 1, 2006 through September 30, 2007; however, funds can be expended through September 30, 2008. Therefore, an interim Financial Status Report (SF-269A) for FY 2007 is due December 31, 2007, and a final fiscal report is due December 31, 2008.

SF-269A can be found at: http://www.psc.gov/forms/sf/SF-269A.pdf.

The ACF Financial Management Specialist assigned to the State Abstinence Grant Program is **Manolo Salgueiro**. Applicants should send all fiscal reports to Mr. Salgueiro and contact him regarding any fiscal questions related to the Section 510 grant.

Mr. Manolo Salgueirog
Financial Management Specialist
Administration for Children and Families
Office of Grants Management
Division of Mandatory Grants
370 L'Enfant Promenade, SW.
Washington, DC 20447
Telephone: 202.401.5627
Fax: 202.401.5644
E-mail: manolo.salgueiro@acf.hhs.gov

Reports may be hand-delivered Monday through Friday (excluding Federal holidays) between the hours of 8:00 AM and 4:30 PM Eastern Time to:

ACF Mailroom
2nd Floor (near loading dock)
Aerospace Building
901 D Street, SW.
Washington, DC 20024

VII.2 PROGRAM PROGRESS REPORT

A Program Progress Report is due for the grant award. Because States often use sub-awards based on budget periods other than the Federal fiscal year, the Program Progress Report for FY 2007 is due December 31, 2008.

Formatting

- Send one original report with all attachments and one copy with all attachments.
- Clearly number all pages (including forms, narrative, and appendices) in one serial number set, handwritten if necessary.
- Use standard sized paper (8 ½ x 11 inches).
- Submit the original and the copy UNSTAPLED AND UNBOUND so that additional copies can be made for review.

Transmitting

The FY 2007 Program Report is due no later than December 31, 2008. Mail the report to:

Ms. Annie Miller
Interim Abstinence Program Specialist
FYSB/Abstinence Education Division
Portals Office Building, Suite 800
1250 Maryland Avenue, SW.
Washington, DC 20024
Tel: 202-401-6959
Fax: 202-401-5533
E-mail: ammiller@acf.hhs.gov

Report Checklist

Submit all documents listed in the table below in the order listed. Each component is described in more detail following the table.

Description
Transmittal letter
Table of Contents
Program Report Narrative

Efficiency Measure Report Forms
Program Report Appendices

Transmittal Letter

A transmittal letter must accompany the annual report and must include the CFDA Number 93.235 and "Abstinence Education" as the priority area to which the application is responding.

Table of Contents

Provide a table of contents that includes the items listed in the report checklist.

Program Report Narrative

With reference to the State's approved proposal for the FY 2007 State Abstinence Education Grant, respond to each of the sections listed below.

Problem and Need

Describe the State's overall progress in addressing the problems and need related to pre-marital sex among adolescents in the State and the need for abstinence-until-marriage education as described in *Section IV.1* of the FY 2007 application.

Focal Population(s) and Priority Needs

Describe how the State served adolescents and/or adults within the age range of 12 through 29 or other adults, such as parents or professionals that desired training in how to support decisions to delay sexual activity until marriage. Describe how the State addressed the priority needs of the focal populations identified and supported in *Section IV.2* of the FY 2007 application.

Overall Plan

Describe how the program accomplished the goals, activities, and implementation plan proposed in *Section IV.3* of the FY 2007 application. Include a description of any barriers in meeting the goals and how they were resolved.

Evaluation

Objective Performance Measure(s)

Describe the State's progress in reaching annual targets for its performance measure(s) proposed in *Section IV.4* of the FY 2007 application. Describe how the State collected and analyzed data relevant to the proposed measure(s).

Objective Efficiency Measures

Describe the State's progress and any barriers in collecting and reporting data on forms A-D.

Partners

Describe the success of the State's coordination with formal partners and others as identified in *Section IV.5* of the application.

Consumer Involvement

Describe how consumers were involved in implementing the State proposed plan.

Legislative Priorities

Describe how the State addressed each of the A-H elements of the legislative definition of abstinence education.

Assurances

Describe the success of measures to assure that all Federally funded abstinence education program activities, curricula, and materials meaningfully represented each element of Section 510(b)(2)A-H, and did not promote contraception or sexual activity outside of marriage.

Budget

Describe how the budget, matching funds, and sub-awardees' expenditures were used to accomplish the program goals.

Training Needs

Describe training needs of Title V, Section 510 awardees and any ideas for addressing the needs through annual meetings of State Coordinators or other means.

Sub-Recipient Budget, Scope, Agreement, and Compliance with Legislative Priorities

Describe sub-awardee documents included in the application.

Efficiency Measure Report Forms

Complete and include Efficiency Measure Report Forms A, B, C, and D. See Appendix F for the forms and instructions.

Form A—Unduplicated Count of Clients Served

The purpose of Form A, Unduplicated Count of Clients Served, is to track and report the unduplicated number of clients served for each program year. Each client is counted only once.

Form B—Hours of Service Received by Clients

The purpose of Form B, Hours of Service Received, is to track and report the total number of program hours that various clients have received during the reporting period.

Form C—Program Completion Data

The purpose of Form C, Program Completion Data, is to track and report the total number of all clients that complete the various program(s) offered. A grantee may have several programs, such as separate programs for middle school and high school students, events, training programs, etc. Data should be recorded for each program.

Form D—Communities Served

The purpose of Form D, Communities Served, is to track and report geographical areas in which the grantee has provided services.   FYSB uses the data for determining underserved areas and reporting grant information to Congress.

Program Report Appendices

Include and clearly identify any necessary appendices.

References

Annie E. Casey Foundation. (1999). When Teens Have Sex: Issues and Trends, a KIDS COUNT Special Report. Washington, DC. Author.

Appropriation Language, Excerpts from the Departments of Labor, Health, and Human Services, and Education, and Related Agencies Appropriations Act, 2006 - Public Law 109-149.

Brener, N. D., Kann, L., McManus, T., Kinchen, S. A., Sundberg, E. C., and Ross, J. G. (2002). *Reliability of the 1999 Youth Risk Behavior Survey Questionnaire*. Journal of Adolescent Health, 31, 336-342.

Centers for Disease Control and Prevention. *Sexually Transmitted Disease Surveillance, 2004*. Atlanta, GA: U.S. Department of Health and Human Services, September 2005.

Code of Federal Regulations, Title 45, Part 96—Block Grants.

Code of Federal Regulations, Title 45, Part 74—Uniform Administrative Requirements for Awards and Subawards to Institutions of Higher Education, Hospitals, Other Nonprofit Organizations, and Commercial Organizations; and Certain Grants and Agreements with States, Local Governments and Indian Tribal Governments.

Hamilton, B. E, Ventura, S. J., Martin, J.A., & Sutton, P.D. (2006). Preliminary Births for 2004. Retrieved March 14, 2006, from National Vital Statistics System website: http://www.cdc.gov/nchs/products/pubs/pubd/hestats/prelim births/prelim births04.htm.

Logic Model for Community-Based Abstinence Education (CBAE) and Title V Abstinence Education Programs.

Martin J.A., Hamilton B.E., Sutton P.D., Ventura S.J., Menacker F., and Munson, M.L., (2005) *Births: Final data for 2003. National Vital Statistics Reports; vol. 54 no 2*. Hyattsville, MD: National Center for Health Statistics.

National Campaign to Prevent Teen Pregnancy (2003). *With One Voice 2003: America's Adults and Teens Sound Off About Teen Pregnancy.* Washington, DC: Author.

Horn, W.F., Ph.D. & Sylvester, T. (2006). Top Ten Father Facts. Retrieved March 15, 2006, from the National Fatherhood Initiative website: http://www.fatherhood.org/fatherfacts_t10.asp.

Rangel, C.B. (2004). Steep decline in teen birth rate significantly responsible for reducing child poverty and single-parent families. Issue Brief, Committee on Ways and Means, Democrats, April 23.

Senate Committee Report, Excerpts from the Departments of Labor, Health, and Human Services, and Education, and Related Agencies Appropriation Bill, 2006 (Report No. 109-143).

Social Security Act §§ 501-510 (42 U.S.C. 701-710) (Title V).

The National Vital Statistics System (NVSS).

The Youth Risk Behavior Surveillance System (YRBSS).

VIII. Appendices

APPENDIX A FY 2007 STATE ALLOCATIONS

SECTION 510 FORMULA ALLOCATIONS	
States followed by Territories	Allocations
Alabama	$955,157
Alaska	88,501
Arizona	1,034,776
Arkansas	587,519
California	7,055,239
Colorado	488,314
Connecticut	344,944
Delaware	93,978
District of Columbia	142,008
Florida	2,521,581
Georgia	1,467,206
Hawaii	162,787
Idaho	208,264
Illinois	1,834,583
Indiana	754,073
Iowa	318,198
Kansas	337,110
Kentucky	817,297
Louisiana	1,283,563
Maine	161,298
Maryland	569,675
Massachusetts	712,241
Michigan	1,417,131
Minnesota	488,623
Mississippi	828,953
Missouri	885,593
Montana	172,303
Nebraska	218,740
Nevada	280,174
New Hampshire	94,901
New Jersey	914,495
New Mexico	502,785

New York	3,676,827
North Carolina	1,248,963
North Dakota	88,991
Ohio	1,640,982
Oklahoma	690,342
Oregon	487,695
Pennsylvania	1,693,422
Rhode Island	165,277
South Carolina	751,961
South Dakota	136,379
Tennessee	993,367
Texas	4,777,916
Utah	288,156
Vermont	66,633
Virginia	841,329
Washington	814,663
West Virginia	385,852
Wisconsin	602,958
Wyoming	73,138

American Samoa	$67,638
Guam	62,835
Republic of the Marshall Islands	13,501
Federated States of Micronesia	47,492
Commonwealth of the Northern Mariana Islands	26,408
Republic of Palau	21,000
Commonwealth of Puerto Rico	2,537,208
U.S. Virgin Islands	57,057

Total	**$50,000,000**

APPENDIX B APPLICATION AND REPORT FORMS AVAILABLE THROUGH THE INTERNET

The required application forms listed below are available at the following web address: **http://www.acf.hhs.gov/programs/ofs/forms.htm**.

- Application for Federal Assistance (SF-424 Version 2)
- Budget Information – Non-Construction Programs (SF-424A)
- Assurances – Non-Construction (SF-424B)
- Certification Regarding Lobbying
- Certification Regarding Environmental Tobacco Smoke

The Key Personnel Worksheet and the Biographical Sketch forms that must be submitted as part of SF-424A are available below in Appendix C and Appendix D.

The Financial Status Report (SF-269A) is available at: http://www.psc.gov/forms/sf/SF-269A.pdf.

APPENDIX C KEY PERSONNEL WORKSHEET

(Supplement to Section F of Form 424A)

Name and Position Title	Annual Salary	No. Months Budget	% Time	Total Amount Requested
	(1)	(2)	(3)	(4)
Fringe Benefit (Rate__________)			Total	

APPENDIX D BIOGRAPHICAL SKETCH

Give the following information for all professional personnel contributing to the project beginning with the Project Director. (DO NOT EXCEED 2 PAGES ON ANY INDIVIDUAL)

Name (Last, first, middle initial)	Title	Birth Date (Mo. Day Yr.)

Education (begins with baccalaureate or other initial professional education and includes postdoctoral training)

Institution and Location	Degree	Year Completed	Field of Study

Honors

Major professional interest(s)

Research and professional experience. List in reverse chronological order previous employment and experience. List in reverse chronological order most representative publications.

APPENDIX E EXAMPLES FOR PROGRAM DESIGN COMPONENTS

Examples are meant as assistance for formulating applicant responses and not as directives for content or models for formatting.

Although several examples are provided for each category, applicants need only submit what is required in the instructions for submitting a Program Proposal Narrative.

While some examples build on examples of previous sections, they are not designed to be completely responsive to them.

Examples of Focal Populations

- Communities in County “X” “X.”
- Native American youth throughout the State ages 12 through 14.
- Youth ages 12 through 18 throughout the Territory that are living in foster care.
- Students at a local university, college or technical school.
- Single adults involved in a local community or community-based organization.
- Single parents in their twenties.

Examples of Priority Needs

- To provide abstinence-until-marriage education to youth throughout County “X”.
- To provide support for delaying sex until marriage to students attending a local university, college or technical school.
- To provide support for delaying sex until marriage among single adults, including single parents, involved in a local community or community-based organization.
- To increase community understanding, support, and efforts for educating young people and supporting teen decisions to postpone sexual activity until marriage among Native American populations throughout the State.
- To increase communication between parents and youth in how to postpone sexual activity until marriage among foster care families.
- To create an effective system for distributing abstinence education resources among focal populations.

Examples of Program Goals

- Annually provide evidence-based abstinence-until-marriage education to youth in grade 10 in the five high schools of County “X.”
- Pilot a relationship education personal development course at a local university, college or technical school that educates young adults on the how to develop healthy relationships and the benefits of delaying sexual activity until marriage.
- Teach a relationship education personal development course through a local community-based organization that educates young adults on the how to develop healthy relationships and the benefits of delaying sexual activity until marriage.

- Pilot community advisory boards for two of the seven Native American Tribes in the State.
- Provide training to at least 1,000 foster care parents in how to encourage and support their foster child(ren) in delaying sex until marriage.
- Design and implement three mechanisms for distributing abstinence-until-marriage information or resources among the focal populations.

Examples of Objective Measures

- Output Measure: By June 30, 2007 (time-framed), 90 percent of ninth grade students in all five high schools in County "X" (measurable) will have participated in at least twelve lessons (measurable) that promote and support abstinence-until-marriage (clear description of output).

- Outcome Measure: By June 30, 2009 (time-framed), the five schools in County "X" will see a 10 percent decrease in the percentage of students in grades 9-12 (measurable) that report ever having sexual intercourse (clear description of outcome) in a school-wide survey such as the bi-annually administered Youth Risk Behavior Survey (YRBS).

- Output Measure: By June 30, 2007 (time-framed), 100 students (measurable) from College "X" will have completed a twenty session elective continuing education course (clear description of output) on developing healthy relationships that included education on the benefits of abstinence-until-marriage.

- Outcome Measure: By June 30, 2007 (time-framed), 90 percent (measurable) of students from College "X" that participated in a twenty session elective continuing education course on developing healthy relationships will be able to identify five healthy relationship or abstinence skills that they plan to apply to current or future relationships (clear description of outcome).

- Output Measure: By June 30, 2007 (time-framed) 20 single parents (measurable) from Community "X" will have completed a twenty session class (clear description of output) on developing healthy relationships that included education on the benefits of their delaying further sexual activity until marriage for themselves and for their children (clear description of output).

- Outcome Measure: By June 30, 2007 (time-framed), 100 percent (measurable) of single parents from Community "X" that participated in a twenty session class on developing healthy relationships will be able to identify five healthy relationship or abstinence skills that they plan to apply to current or future relationships (clear description of outcome).

- Output Measure: By September 30, 2007 (time-framed), two community advisory boards for Native American Tribes in the State (measurable) will have each conducted two activities to increase community understanding, support, and efforts for educating young people and supporting teen decisions to postpone sexual activity until marriage among their Tribes (clear description of output).

- Outcome Measure: By September 30, 2007 (time-framed), 35 percent of Native American Tribe members that participated in abstinence education activities will report agreement or strong agreement for the need to support teen decisions to postpone sexual activity until marriage (clear description of outcome).

- Output Measure: By June 30, 2007 (time-framed), at least 1,000 foster care parents (measurable) will participate in at least five hours (measurable) of abstinence education training in how to support their foster child(ren) in postponing sex until marriage (clear description of output).

- Outcome Measure: By September 30, 2007 (time-framed), at least 750 foster parents (measurable) will report having two or more (measurable) discussions or experiences with their foster child(ren) in which the parent clearly communicated the reasons why they hope the child will delay sex until marriage (clear description of outcome).

- Output Measure: By June 30, 2007 (time-framed), send four newsletters that support teen decisions to postpone sex until marriage (clear description of output) via e-mail to three listservs that target: 1) 300 foster care parents; 2) 300 Native American health professionals and parents; and 3) 300 youth attending high schools in County “X” (measurable).

- Outcome Measure: By September 30, 2007 (time-framed), 50 percent of listserv survey respondents (measurable) will indicate that they have increased their understanding or support of abstinence education as a result of receiving e-mailed newsletters (clear description of outcome)

Examples of Activities

- In-class instruction for grade nine students in five high schools in County “X”;
- Community-based programming or instruction for 14- and 15-year-old youth in County “X” that are not in school or not attending one of the five target high schools;
- Personal development courses on healthy relationships, including the benefits of delaying sexual activity until marriage, for young adults (including single parents) at College “X” or in Community “X.”
- Parent Education and Support Seminar (five hour) developed for foster care families with consumable materials designed to support communication;
- Community advisory boards piloted by two Native American Tribes to develop culturally responsive abstinence-until-marriage activities;
- Community events to be individually designed and conducted for three focal populations;
- Media campaign with activities or materials to be uniquely designed and developed for three focal populations;
- Technical assistance and training to be designed and conducted for outreach to three focal populations.

Examples of Mechanism(s)

- Services or activities directly provided by the State;
- Formula-based sub-award(s) to local human services or educational agencies based on population;
- Competitive bids released to the general public;
- Simplified bids release to the following specific types of organizations: ___
- Sole source contracting with the organization of ___

Examples of an Implementation Plan—Sample Activity

Applicants' implementation plans need not be in table format.

Activity: In-class instruction for grade nine students in five high schools in County "X"				
Goal(s) addressed: 1. (indicates goal #1 is being addressed)				
Mechanism(s) used: Formula sub-contract(s) with local human services or educational agencies				
Broad Steps to Accomplish (example assumes previous local participation in drafting proposed plan)				
Step	**Responsible Party**	**Expected Output**	**Start Date**	**End Date**
Work with partners to review/select curriculum	State Coordinator, advisory members from five school districts, etc.	Curriculum selected	6/2006	10/2006
Create and sign sub-contracts between State and local parties	State Coordinator State Agency Sub-Awardees	All parties' roles and resp. clearly understood/Funding available to sub-awardees.	6/2006	10/2006
Hold training for curriculum educators	Sub-Awardees	Teachers trained	10/2006	12/2006
Implement curriculum	Sub-Awardees	Students receive x no. of hours	01/2007	06/2007
Monitor progress of sub-awardees	State Coordinator	Program improvement	01/2007	06/2007

APPENDIX F EFFICIENCY MEASURE REPORTING FORMS A-D

Administration for Children and Families
FYSB Abstinence Education Program

FORM A—UNDUPLICATED COUNT OF CLIENTS SERVED

Grant Number (if applicable)	Grantee Name	Fiscal Year
Unduplicated Count of Clients Served Ages 12-18	Unduplicated Count of Clients Served Ages 19-29	Unduplicated Count of All Others Served

Indicate below the number of all clients served by gender, ethnicity, and age.

Ethnicity and Gender	Age of Clients Served																				
	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	P*	O*	T*
FEMALES																					
Black																					
Hispanic																					
Non-Hispanic White																					
Others																					
MALES																					
Black																					
Hispanic																					
Non-Hispanic White																					
Others																					
TOTAL																					

P = Parents; **O** = Other recipients of services or training such as teachers, members of community groups, mentors, youth of other ages, etc.; **T** = Total for row

INSTRUCTIONS FOR THE COMPLETION OF FORM A
UNDUPLICATED COUNT OF CLIENTS SERVED

Purpose of the Form

The purpose of Form A, Unduplicated Count of Clients Served, is to track and report the unduplicated number of clients served for each program year. Each client is counted only once.

General Instructions

Form A should be submitted as part of the annual report. Complete each cell in Form A for an unduplicated number of clients served in all programs funded by the abstinence education grant.

If your program is implementing population-based services (media campaigns, conferences, etc.), you may make estimates from sample data, market surveys, or registration records.

It is not necessary to separate those clients served by population-based services because Form B allows grantees to differentiate between clients who received a high number of program hours from those who received a low number of hours.

Administration for Children and Families
FYSB Abstinence Education Program

FORM B—HOURS OF SERVICE RECEIVED BY CLIENTS

Grant Number (if applicable)	Fiscal Year
Grantee Name	
Unduplicated count of clients served, ages12-18 years old	Unduplicated count of clients served, ages 19 - 29 years old

A	B	C	A	B	C	A	B	C
Number of Program Hours Received	By 12-18 year olds	By 19-29 year olds	**Number of Program Hours Received**	By 12-18 year olds	By 19-29 year olds	**Number of Program Hours Received**	By 12-18 year olds	By 19-29 year olds
1			21			41		
2			22			42		
3			23			43		
4			24			44		
5			25			45		
6			26			46		
7			27			47		
8			28			48		
9			29			49		
10			30			50		
11			31					
12			32					
13			33					
14			34					
15			35					
16			36					
17			37					
18			38					
19			39					
20			40			Total		

INSTRUCTIONS FOR THE COMPLETION OF FORM B
HOURS OF SERVICE RECEIVED BY CLIENTS

Purpose of the Form

The purpose of Form B, Hours of Service Received by Clients, is to track and report the total number of "program hours" that various clients have received during the report period.

For example, a State may provide 1,000 ninth grade students with a 20-hour curriculum program while also providing 5,000 other youth with a one-hour event. Form B allows the State to report these numbers exactly, rather than averaging the program hours together. Averaged together, the result would be to erroneously report that 6,000 youth received an average of 4 hours of service. An accurate report of the example is captured in the sample table rows below.

Number of Program Hours Received	By 12-18 year olds	By 19-29 year olds
1	5,000	
20	1,000	
Total	**6,000**	

General Instructions

Indicate the number of clients, by age group, who received the total number of program "program hours" (PH) indicated in A. Only fill in the rows that apply to your program.

A "program hour" is a one hour session, and all sessions should be rounded up or down by the half hour. A session that lasts from 30 to 90 minutes should be counted as one program hour. A three hour event should be counted as three program hours. For example, if 450 youth each attended every session of a course comprised of 5 program hours, and received no other services during the reporting period, it should be recorded that 450 youth received 5 program hours.

For clients that received more than 50 program hours, use the last nine rows to indicate the number of program hours received.

The total number of clients served in each of the two age group columns should be equal to the unduplicated count of clients served for that age group as indicated in row 3.

Administration for Children and Families
FYSB Abstinence Education Program

FORM C—PROGRAM COMPLETION DATA

Grant Number (if applicable)	Fiscal Year
Grantee Name	

Name of Program (List by descending number of classroom hours provided in the program)	Number of Program Room Hours Provided	Ages of Clients served in Program	Number of Clients Served	Number of Clients that complete at least 75% of the program	County(ies) Where Program is Implemented

INSTRUCTIONS FOR THE COMPLETION OF FORM C
PROGRAM COMPLETION DATA

Purpose of the Form

The purpose of Form C, Program Completion Data, is to track and report the total number of all clients that complete the various program(s) offered and in which county(ies) those programs are completed. A grantee may have several programs such as separate programs for middle school and high school students, adults, events, or training programs, etc. Data should be recorded for each program.

General Instructions

In column 1, list each of the programs offered by the grantee during the program year, beginning with the program that offers the greatest number of “program hours” and ending with the program that offers the least.

A “program hour” is a one hour session, and all sessions should be rounded up or down by the half hour. A session that lasts from 30 to 90 minutes should be counted as one program hour, while 90 to 120 minutes should be counted as two, and so on.

In column 2, list the total number of program hours that are provided by each program.

In column 3, list the ages of the clients served in the program.

In column 4, list the total number of clients that participated in the program, even if they only attended the first session.

In column 5, list the total number of those participants listed in column 4 that participated in at least 75% of a program. The number should be equal to or less than the number in column 4.

In column 6, list the county or counties where the program was offered.

The total number of clients served should be at least equal to the unduplicated count of all clients served, but it can be greater if clients participated in more than one program.

Administration for Children and Families
FYSB Abstinence Education Program

FORM D—COMMUNITIES SERVED

Grant Number (if applicable)	Fiscal Year
Grantee Name	

STATE	CONGRESSIONAL DISTRICTS	COUNTY	CITY/TOWN	ZIP CODE

INSTRUCTIONS FOR THE COMPLETION OF FORM D
COMMUNITIES SERVED

Purpose of the Form

The purpose of Form D, Communities Served, is to track and report geographical areas in which the grantee has provided services. FYSB uses the data for determining underserved areas and reporting grant information to Congress.

General Instructions

Record the geographical areas that your programs have served during the program year.

APPENDIX G OTHER INFORMATION

A. Paperwork Reduction Act of 1995 (P.L. 104-13): Public reporting burden for this collection of information is estimated to average 140 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection information. This Program Announcement is approved under OMB Control Number 0970-0271, which expires September 30, 2007.

B. Certifications

Applications must comply with the required certifications found at the Appendices as follows:

<u>Anti-Lobbying Certification and Disclosure Form</u>: Pursuant to 45 CFR Part 93, the certification must be signed and submitted with the application. If applicable, a standard form LLL, which discloses lobbying payments, must be submitted.

<u>Certification Regarding Environmental Tobacco Smoke</u>: The signature on the application by the chief program official attests to the applicant's intent to comply with the requirements of the Pro-Children Act of 1994. The applicant further agrees that it will require the language of this certification be included in any sub-awards which contain provisions for children's services and that all grantees shall certify accordingly.

Date:____________________ ___________/s/___________________
Joan E. Ohl
Commissioner
Administration on Children, Youth and Families